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ABSTRACT

Changing student views toward academic governance and institutional planning were measured using surveys administered to both seniors and freshmen in 1975, and from surveys administered to freshmen in 1971, at Michigan State University. A total of 1,050 seniors responded to a mail survey which was also administered to a 1975 new-freshman sample of 744 students. These data were then compared to complete entry survey data obtained from 5,200 freshmen in 1971. The following subsections appeared on the survey forms: student voice and influence, student freedom, educational administration and philosophy, attitudes toward higher education, and ancillary student views. The survey data indicated that students had become more conservative, more moderate, and less liberal in their views from 1971 to 1975. A much larger proportion of students in 1975 rejected thoughts of abolishing grades, having dual academic standards for graduation, having students influence course content, and with having student evaluations be the sole basis for faculty promotions. Both freshmen and seniors in 1975, in contrast to 1971 counterparts, appeared more cautious about having students working in such influential positions as housing, selection of administrators, and curriculum. They were also less supportive of altered admission for students without regard for tests and records and special provisions in college admissions for disadvantaged or minority students. (DC)

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Learning and Evaluation Service
Michigan State University
East Lansing, Michigan

Changing Student Views Toward Academic Governance in College - 1971-1975

Arvo E. Juola

Paper #42

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CHANGING STUDENT VIEWS TOWARD ACADEMIC GOVERNANCE IN COLLEGE

1971 - 1975

Arvo E. Juola

Michigan State University
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CHANGING STUDENT VIEWS TOWARD ACADEMIC GOVERNANCE IN COLLEGE 1971 - 1975

Arvo E. Juola
Learning and Evaluation Service

The past decade can truly be regarded as a period of change in higher education. A variety of forces have undoubtedly contributed to this receptivity to change and innovation but a major catalyst has been a growing concern for student views in institutional and instructional planning. Looking back, we can see how this unprecedented concern for student views evolved from intuitive judgments made to "quiet down" a restive student body during the highly emotional climate of the wide-spread anti-Vietnam-war demonstrations of the late sixties. The seed and direction for reactions probably go back to the mid-sixties when student activist groups set the stage with their call for more voice in college programs and in their demands for relevance, equality, less elitism, and the like. While the initial pressures were attributed to these small but enthusiastic groups, the sentiment for many of the proposed changes has grown to capture the support of a sizable component of the student body.* Scattered reports now suggest a moderation of this trend. Students now are said to have moved toward views which are more conservative and traditional.

It is the purpose of this report to try to document whether this trend has truly occurred at MSU. Data will be presented from surveys administered to both seniors and freshmen in 1975 and from surveys administered to freshmen in 1971.

*Arvo Juola, "The Entering Student: Views Toward Academic Governance in College", Office of Evaluation Services Research Reports, No. 2, 1972

These data enable reporting not only views of seniors and freshmen in 1975, but they also are adaptable for detecting shifts in perspective from 1971 to 1975. This report will focus on student views toward academic governance in college. Other reports will focus on student views toward instruction and toward societal issues.

THE PROCEDURE.

A total of 1050 seniors responded to a mail survey in Spring, 1975 (a 33 percent return from the 3200* fourth-year students to whom questionnaires were mailed).

*This survey was commissioned by representatives from several colleges who not only endorsed the study but also assisted in the construction of the senior survey and in financing the project. Questions for the 1975 Senior Viewpoint were selected and developed cooperatively by representatives of several campus agencies under the coordination of Drs. Clarence Nelson and Arvo Juola, Learning and Evaluation Service. Contributors included Dr. Frank Vivio, Special Programs; Dr. Irvin Lehmann, Learning and Evaluation Service; Drs. John Zimmer and Wilma Bradley, Natural Science; Dr. Willard Warrington, University College; Dr. Eric Winston, Urban Affairs; and others. The writer assembled the Freshman Viewpoint Survey with the assistance of Lynn Miller, who, along with Gene Kales, provided assistance in data processing.

Evaluation reactions by seniors to their MSU experiences were reported previously in Arvo Juola, "Seniors View Their MSU Experience, 1971-1975", Learning and Evaluation Service Report, June, 1976.

These 3200 fourth-year students (largely seniors) constituted those who continued in college, from a total of 5200 freshmen for whom complete entry survey data were available from Fall, 1971, freshman surveys. While the senior sample represents a substantial number of respondents from which to draw a senior perspective, one must be cautious in generalizing to all seniors since respondents may differ from those who failed to return the questionnaire.

A 1975 new-freshman sample of 744 students was secured in Fall term, 1975, by having instructors of classes generally taken by new freshmen administer the New Student Viewpoint Survey to students in their classes.** The freshman survey was typically distributed for completion outside of class and collected in subsequent class periods.***

Data will be reported for each of four groups of students, namely, all 1975 responding (N = 1050 with 493 males and 557 females), all 1975 freshmen (N = 746 with 353 males and 393 females), all 1971 freshmen (N = 5,229 with 2,582 males and 2,647 females), and those 1971 freshmen who continued in college four years later as seniors (N also = 1,050). Data is reported for all in each sample group as well as separately by sex.

** Regular ATL classes provided the basic freshman sample but additional samples were secured from ATL 101, English, Lyman Briggs College, and James Madison in order to include new freshmen who do not typically enroll in regular ATL classes.

*** This necessity of relying on completion of surveys outside of class introduces a degree of uncertainty about the 1975 freshman sample being fully representative of the total 1975 entering class because many did not return the survey in successive class sessions.

Major focus in discussion will be on:

A. The 1975 perspective
   1. The views that seniors in 1975 and freshmen in 1975 have toward academic governance at MSU.
   2. Similarities and differences in views held by seniors and freshmen and differences in perspective by males and females.

B. Changes from 1971 to 1975
   3. Differences between views held by 1975 seniors and views held four years earlier by the same 1,050 seniors when they were freshmen.
   4. Differences between all 1975 freshmen surveyed and all freshmen surveyed in 1971.

Comparisons of 1975 student views to those held in 1971 will be reported when 1971 data is also available. Unfortunately, no comparable data for 1971 is available on selected items (often the most intriguing ones). This is usually the result of an issue which is of special interest now, not having been an issue in 1971 and, therefore, not surveyed at that time. Furthermore, views and subsequent actions have changed dramatically. Who, in the mid-sixties would have anticipated the changes we have witnessed in a ten year span? Who would have predicted essentially all regulation being removed from off-campus living and but nominal controls on dormitory living, near complete autonomy of student publications, the license to conduct essentially autonomous student-sponsored activities on campus, a student bill of rights, the freedom to conduct demonstrations and sit-ins without reprisal, etc.? Who also could have anticipated the input and influence students have achieved where nearly one-third of the members of the academic council and major university, college and departmental committees are students? Who also could have visualized not one system of student rating of faculty but three systems? This clearly has been a decade of change, and this change can be traced largely to student views.

Understanding the student perspective is clearly essential. And the data to be presented here is unusual. We have regularly been able to report new student views, and sometimes results from a sample survey for a cross-section of students. Here, the views are presented for students initially entering the university as well as those nearing the completion of their four-year degree. Furthermore, comparative data on many issues is available from four years ago and some of this data is available for the same students who are now graduating.

The basic method of reporting will be a presentation of item-by-item responses for each group.* Periodic comments about apparent trends and differences will be made and attempts will be made to point out possible implications from the student perspectives and trends. The writer realizes that his interpretations may differ from those of others, but the discussions may be instrumental in arousing dialogue on the nature of the student perspective, reasons for the perspective, and possible implications the perspective has for Michigan State University.

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* Many of the student responses are presented as two-choice (agree-disagree) alternatives, even though responses were secured initially as four-choice response scales (e.g., strongly agree, agree, disagree and strongly disagree). This is to simplify presentation of the most relevant data. If significant trends are observed for responses at the extreme positions, they will be noted in the discussion. A small number of items also used a five point scale with an intermediate neutral "no opinion or no view" response as a middle point. These can be recognized when the agree-disagree percentages fail to total 100 percent.

A lively and recurring issue the past three years has been proposals to have student input at the Board of Trustees level. On the next page, Item 1 shows 1975 seniors to strongly favor the move with about two-thirds indicating yes to the yes-no-no opinion options (65.3 percent). Female seniors particularly favor the proposal to extend the degree of student input (71 percent vs. 59 for males). Very few seniors reject the proposal (12.2 percent) although nearly one-quarter indicate being undecided (22.3 percent).

The question was revised for freshmen from Spring to Fall, 1975, to include also a "with and without" vote option. The freshman view toward students participating at the trustees level, if anything, is more affirmative than views of seniors. Well over half (59.4 percent) indicate a desire for students to be voting members and an additional one-fifth (20.9 percent) feel participation is desirable but as non-voting members. Again, female freshmen are even more affirmative than males. Comparative data for 1971 were not available on this issue.

Item 2 asks if student evaluations should provide the basis for faculty promotions. A slight majority of seniors are supportive with 51.4 percent indicating either agree or definitely agree to having student evaluations be the basis for promotion decisions. A large minority of 1975 freshmen also agree (44.9 percent). Female seniors are in even higher agreement than males (55 percent) but freshmen males are more prone to agree than female freshmen.

These responses by students in 1975 show a marked contrast to freshman responses in 1971. Approximately 80 percent (79.6 percent) of the freshmen in 1971 who remained in college as seniors in 1975 (the three columns at the right) were affirmative to faculty promotions being based on student evaluations. This is in contrast to only 51 percent in agreement as seniors four years later in 1975 (a decrease of 29 percentage points). These same students had obviously mellowed conspicuously in perspective from 1971 to 1975. Freshmen in general (all freshmen) also showed a decreasing proportion in agreement over the four years. The percentage in agreement with item 2 decreased from a large majority of all freshmen in 1971 (80.3 percent) to a minority in 1975 (44.9 percent), a difference of 35 percentage points. Both seniors and freshmen in 1975 appear less inclined to have student evaluations used for such a specific decision although a majority of 1975 seniors continue to support the proposal.

Item 3 also asks about the desirability of student involvement in evaluation of faculty but in the context of whether recent trends of this kind are so desirable they should be increased, or undesirable and the trend has already gone too far. Seniors in 1975 are not only overwhelmingly supportive of student evaluation as currently practiced, but a large majority feel more is needed (79.0 percent). This is a position of less than one-half of the freshmen (46.1 percent), although freshmen, too, support the concept. The lower freshmen percentage is partially a function of a larger "no view" response. A clear majority of freshmen with a position on the issue indicate that more student involvement in evaluation of faculty is needed. Other data to be presented in a later report tend to show that students now appear generally less desirous of <u>being evaluated</u> than before, but students in 1975 clearly endorse the prospects of being <u>evaluators</u>.

While both items 2 and 3 are indicative of student support for evaluation of faculty, the degree of support is considerably different. Item 3 asks about the desirability of evaluations by students but item 2 implies a specific administrative function for the evaluations. Perhaps students like to be "in on the

Item	1975 Seniors			1975 Freshmen			All 1971 Freshmen			Seniors When Freshmen in 1971		
	M	F	All	M	F	All	M	F	All	M	F	All
	493	557	1050	353	393	746	2582	2647	5229	493	557	1050
1. Students should be permitted to sit as voting (participating) members on the MSU Board of Trustees (Governing Board).												
(Yes--and with vote)				54	64	59.4						
(Yes--but without vote)				27	16	20.9						
Yes	59	71	65.3				none			none		
No	18	7	12.2	2	1	1.2						
No opinion	23	22	22.3	18	19	18.5						
2. Faculty promotions should be based on student evaluations.												
Agree	48	55	51.4	48	41	44.9	70	81	80.3	78	81	79.6
Disagree	52	46	48.6	52	58	55.1	21	19	19.7	21	19	20.3

* *

Items 3-4. A number of changes have occurred in higher education in the past ten years. How do you feel about the desirability of these changes?

KEY: 1. Desirable - and more should be done
2. Good - as it is now
3. Undesirable - have already gone too far
4. No basis for giving a view

3. Student involvement in evaluating faculty members												
More needed	73	85	79.0	45	48	46.1						
O.K. as now	21	13	16.4	26	22	23.9	none			none		
Gone too far	4	1	2.2	7	3	4.6						
No view	3	2	2.4	23	27	25.1						
4. Student representation on administrative committees (academic council, departments, etc.)												
More needed	59	74	66.9	48	57	52.9						
O.K. as now	30	17	23.0	29	21	24.9						
Gone too far	3	1	1.9	2	1	1.5	none			none		
No view	9	8	8.2	20	21	20.6						

* *

Items 5-17. In the last few years, some college student groups have demanded that their opinion be sought and considered in decision-making. How much, if any, influence do you feel college students should have in determining policy? Respond to each of the items below according to the following key.

KEY:
1. Students alone should make the policies in this area.
2. Students should have the major role in making the policy in this area.
3. Students, administration, and faculty should have an equal role (vote) in making the policy.
4. Students should be represented but play a minor role.
5. The institution alone should make the policy.

Item	1975 Seniors			1975 Freshmen			All 1971 Freshmen			Seniors When Freshmen in 1971		
	M	F	All	M	F	All	M	F	All	M	F	All
5. Housing rules and regulations												
Students alone (Resp. 1)	5	4	4.2	4	4	4.2	9	12	10.5	13	13	13.3
Students major role or alone (Resp.1-2)	39	49	44.0	36	39	37.7	52	65	58.6	58	65	62.0
Students equal role or greater (Resp.1-3)	85	91	88.2	86	89	86.6	93	97	94.8	93	95	94.7
Institution alone (Resp. 5)	2	0	.9	1	2	1.6	1	0	.7	1	1	.8
6. Non-academic disciplinary matters (e.g., smoking "pot," larceny, etc.)												
Students alone (Resp. 1)	8	4	6.0	5	3	3.8	7	5	6.0	4	3	3.6
Students major role or alone (Resp. 1-2)	29	33	26.2	21	16	18.1	26	21	23.5	19	18	18.9
Students equal role or greater (Resp.1-3)	72	78	76.0	71	69	69.4	70	73	72.2	65	72	69.2
Institution alone (Resp. 5)	8	6	7.0	13	13	13.1	11	10	9.9	14	8	16.7
7. Curriculum planning (what courses are to be offered)												
Students alone (Resp. 1)	1	0	.7	1	1	1.2	5	3	3.8	3	1	2.1
Students major role or alone (Resp.1-2)	8	9	8.7	18	17	17.8	26	23	24.5	20	24	21.9
Students equal role or greater (Resp.1-3)	66	80	73.5	74	78	76.5	79	85	82.3	74	84	79.3
Institution alone (Resp. 5)	1	1	1.0	6	6	5.8	3	2	2.3	3	2	2.5
8. Grading practices												
Students alone (Resp.1)	0	0	.3	1	1	.9	3	2	2.0	0	1	.8
Students major role or alone (Resp. 1-2)	4	5	4.7	6	6	6.0	13	12	12.2	7	4	7.8
Students equal role or greater (Resp.1-3)	47	71	59.8	43	56	54.5	65	74	69.1	57	68	56.3
Institution alone (Resp.5)	6	2	4.1	11	8	9.2	5	4	4.7	11	8	9.2

Item	1975 Seniors			1975 Freshmen			All 1971 Freshmen			Seniors When Freshmen in 1971		
	M	F	All	M	F	All	M	F	All	M	F	All
9. Academic disciplinary matters (e.g. cheating on exams, plagiarism)												
Students alone (Resp. 1)	2	0	1.2	2	1	1.2	3	2	2.0	1	1	1.4
Students major role or alone (Resp.1-2)	7	2	4.8	7	5	5.7	11	8	8.6	7	6	6.9
Students equal role or greater (Resp.1-3)	52	58	55.7	45	41	42.5	51	52	51.6	45	42	43.7
Institution alone (Resp. 5)	20	13	15.9	25	31	28.1	20	20	19.9	25	31	22.1
10. Academic probation of students												
Students alone (Resp. 1)	1	1	.9	2	2	1.8	2	2	1.7	0	1	.9
Students major role or alone (Resp.1-2)	6	5	5.7	8	7	7.2	11	9	10.0	8	8	8.4
Students equal role or greater (Resp.1-3)	48	59	54.0	53	54	53.5	59	56	57.5	52	56	54.8
Institution alone (Resp. 5)	17	9	13.0	15	14	14.7	12	14	13.2	15	14	14.4
11. Course content												
Students alone (Resp. 1)	1	0	.5	2	1	1.6	3	2	2.3	1	1	1.0
Students major role or alone (Resp.1-2)	5	4	4.4	10	8	9.4	16	13	14.0	12	11	11.2
Students equal role or greater (Resp.1-3)	43	59	51.4	45	52	49.3	65	68	66.0	61	67	63.6
Institution alone (Resp. 5)	4	3	3.3	10	8	8.8	5	4	4.8	5	4	4.5
12. Dismissal of faculty												
Students alone (Resp. 1)	0	0	.4	2	0	.8	1	1	1.0	1	1	.6
Students major role or alone (Resp. 1-2)	5	4	4.8	7	6	6.3	7	6	6.3	5	6	5.2
Students equal role or greater (Resp.1-3)	44	42	48.6	47	42	44.2	51	49	49.7	44	47	44.5
Institution alone (Resp. 5)	12	5	8.6	16	16	15.9	15	14	14.8	16	15	15.2
13. Dismissal of students for poor quality academic work												
Students alone (Resp. 1)	1	0	.5	2	1	1.4	2	1	1.3	0	1	.9
Students major role or alone (Resp.1-2)	4	3	3.3	6	6	5.7	9	5	7.2	4	4	4.2
Students equal role or greater (Resp.1-3)	32	50	45.8	47	41	43.5	45	41	43.0	36	38	36.9
Institution alone (Resp. 5)	24	16	19.7	24	24	24.3	21	24	22.8	26	22	24.1
14. Faculty promotion and tenure												
Students alone (Resp. 1)	0	0	.3	2	0	1.1	2	1	1.2	1	0	.4
Students major role or alone (Resp.1-2)	4	4	4.1	3	3	3.3	8	5	6.0	5	4	4.5
Students equal role or greater (Resp. 1-3)	35	43	39.5	26	22	23.6	40	34	36.8	34	34	33.7
Institution alone (Resp. 5)	25	16	20.3	41	44	42.7	27	32	29.6	31	34	32.7
15. Allocation of finances												
Students alone (Resp. 1)	0	0	.2	1	1	1.1	2	1	1.3	2	0	.9
Students major role or alone (Resp. 1-2)	1	2	1.7	9	5	6.9	8	6	6.7	4	4	4.0
Students equal role or greater (Resp. 1-3)	32	42	37.7	51	46	48.5	47	47	47.0	40	44	42.1
Institution alone (Resp. 5)	17	16	16.2	20	23	21.5	19	20	19.4	21	20	36.7

Item	1975 Seniors			1975 Freshmen			All 1971 Freshmen			Seniors When Freshmen in 1971		
	M	F	All	M	F	All	M	F	All	M	F	All
16. Selection of administrative officers												
Students alone (Resp. 1)	1	0	.5	1	0	.8	2	1	1.3	1	1	.9
Students major role or alone (Resp. 1-2)	3	2	2.0	6	3	4.9	8	5	6.3	6	4	4.7
Students equal role or greater (Resp. 1-3)	30	39	34.1	43	36	39.7	51	48	49.2	45	44	44.3
Institution alone (Resp. 5)	28	21	24.3	27	28	27.5	17	20	18.7	21	22	21.7
17. Hiring new faculty												
Students alone (Resp. 1)	0	0	.3	1	0	.8	2	1	1.1	0	1	.5
Students major role or alone (Resp. 1-2)	2	2	2.5	2	3	2.4	8	5	5.7	4	4	3.8
Students equal role or greater (Resp. 1-3)	27	30	29.0	30	23	26.3	40	37	37.8	32	35	33.4
Institution alone (Resp. 5)	34	25	29.2	41	44	42.8	26	29	27.6	28	29	29.0

* * * *

seniors or freshmen in 1975 except on items 5, 6 and perhaps 7 (housing rules, non-academic disciplinary issues, and curriculum planning). A large minority of both seniors and freshmen in 1975 (44.0 and 37.7 percent) do indicate a desire for students to have the major or exclusive influence in housing rules and regulations (original options 1 and 2). This desire, interestingly enough, is more indicative of female seniors. Likewise, options 1 or 2 were indicated by about one-quarter of the seniors on item 6 (non-academic disciplinary matters) and by nearly one-fifth of the 1975 freshmen on item 7 (curriculum planning). But the majority of students in 1975 were not inclined to seek major or sole responsibility for administrative decisions in any of the 13 areas indicated.

Both seniors and freshmen clearly favor students having an equal or greater role in a number of decision-making areas. These include housing rules and regulations (88.2 percent of seniors and 36.6 percent of freshmen indicate favoring an equal or greater role). An equal or greater role is also indicated by a majority of both groups for policy decisions on non-academic disciplinary issues (item 6), curriculum planning (item 7), grading practices item 8), and academic probation of students (item 10.) A majority of seniors also favor equal or greater representation by students on issues such as academic disciplinary matters (item 9) and determination of course content (item 11). All other items indicate areas in which the large majority of students appear to desire input, but in less than an equal role with the administration and faculty. None of the policy areas specified are indicated by more than 30 percent of the seniors as ones in which the institution alone should make the decisions without student input (response 5). A sizable minority of freshmen (42.7 and 42.8 percent) do feel that the institution alone should make decisions on faculty promotion and tenure and the hiring of new faculty (items 14 and 17).

At first glance, changes in perspective from 1971 to 1975 appear to reflect the general trend toward moderation indicated earlier. On student influence on housing rules and regulations (item 5), both the 1975 seniors and 1975 freshmen appear less inclined to seek input than freshmen in 1971. The pattern turns mixed on other items when the 1975 seniors are compared to views they held four years earlier as freshmen in 1971. Table 1 on the next page simplifies the process of comparing 1975 to 1971 responses across all 13 items.

These data show both mean and median percentages for the 13 items to be lower for freshmen in 1975 than for all freshmen in 1971 at each of the three student influence levels presented. Likewise, for freshmen, individual percentages for each indicated influence level are near equal or lower for individual items in 1975. Freshmen clearly show a general trend to be more moderate in their desires for influence in 1975 than they were in 1971.

Seniors in 1975, however, show a conspicuously higher desire for students to have an equal or greater role in policy making in several areas. When compared to previous views held as freshmen in 1971, their desires are substantially higher as seniors in 1975 for students to have more influence in non-academic disciplinary matters (item 6) and academic disciplinary matters (item 9) as well as in faculty promotion (item 14). Likewise, smaller differences indicating more desiring an equal or larger role for students in policy are indicated in the area of grading practices (item 8), faculty dismissal (item 12), and student dismissal (item 13). Together, the data do not support student desires for student voice and influence having universally moderated from 1971 to 1975. Seniors in 1975 appear to desire as much or more influence for students in academic governance as they did as freshmen in 1971.

TABLE 1

Item	1975 Seniors vs. 1971 as Freshmen: Studs. Alone (Resp. 1) 1975	1971	Major Role (Resp.1-2) 1975	1971	Equal or Greater Role (Resp.1-3) 1975	1971	1975 Freshmen vs. all 1971 Freshmen: Studs. Alone (Resp. 1) 1975	1971	Major Role (Resp.1-2) 1975	1971	Equal or Greater Role (Resp.1-3) 1975	1971
5. Housing Rules	4	13	44	62	88	95	4	10	38	62	87	95
6. Non-acad. disciplinary	6	4	26	19	76	69	4	6	18	24	69	72
7. Curriculum Planning	1	2	9	22	74	79	1	4	18	24	76	82
8. Grading	0	1	5	8	60	56	1	2	6	12	54	69
9. Academic Disciplinary	1	1	5	7	56	44	1	2	6	9	42	52
10. Academic probation	1	1	6	8	54	55	2	2	7	10	54	58
11. Course content	0	1	4	11	51	64	2	2	9	14	49	66
12. Faculty dismissal	0	1	5	5	49	45	1	1	6	6	44	50
13. Student dismissal	0	1	3	4	46	36	1	1	6	7	44	43
14. Faculty promotion	0	0	4	4	40	34	1	1	4	6	28	37
15. Finances	0	1	2	4	38	42	1	1	7	7	48	47
16. Selecting administrators	0	1	2	5	34	44	1	1	5	6	40	49
17. Hiring faculty	0	0	2	4	29	33	1	1	2	6	26	38
Average percent across all 13 items	1.0	2.1	9.0	12.5	53.5	53.5	1.6	2.6	10.2	14.8	50.8	58.3
Median percent for the 13 items	0	1	5	7	51	45	1	2	6	9	48	52

The trend from 1971 to 1975 by freshmen suggests a general moderating trend for students. Other forces could have been operative to partially counter this trend for seniors. They may continue to be influenced by the more liberal attitudes to which they were exposed as freshmen in 1971. They also have been affected by systematic university influences (other students, student newspaper, campus controversies, etc.) during their four years at MSU. Seniors are undoubtedly more familiar with efforts of campus groups which have tried and often succeeded in increasing student input into new areas. These experiences probably enable seniors to better assess the composite student perspective as well as to differentiate areas where student efforts have been more effectual. Perhaps the findings for all freshmen over the four-year span supports a societal trend toward moderation by students but the university experience, at least over this transitional four-year span, tends to counter this moderating trend. At least seniors in 1975 appear to desire as much or more influence for students in academic governance as they did as freshmen in 1971, the height of the movement toward active agitation for student power and influence.

Together, notwithstanding the changes observed, the student responses indicate a continuing desire by students in both 1971 and 1975 for significant input into all identifiable policy-making areas in college. While students are no longer as aggressively demanding

. . . as during the demonstration era, the general base of student support for the movement, if anything, is as broad or broader than even in 1971 (fewer seniors tend to check the "institution alone" option in 1975 than they did as freshmen in 1971 and even the majority of 1975 freshmen indicate a desire for more student representation (item 4) as well as input into all policy-making areas cited in items 5-17). What is perhaps even more alarming are continued signs of a majority of students desiring greater influence in academic decision-making. If students could act with a nonpersonal and detached perspective on instructional issues, there would be no problem. However, as consumers in the educational process, they may have problems being impartial, and the end-product may be subtle student pressures leading to a "more congenial" academic climate but perhaps a less productive one.

STUDENT FREEDOM

This section presents items which try to assess how students feel about issues involving dimensions such as autonomy versus regulation, independence versus restrictions, etc. The issues focus on several areas which previously have been bases for student dissent and even crisis.

Items 18 to 21 ask students about regulations which were previously relatively universal but which, as a consequence of earlier dissension, have been modified substantially or virtually abolished in many cases. Items 18 to 20 show near unanimous student support for gains students have made in securing student autonomy. Item 18 shows both freshmen and seniors disagreeing with the need for control over student publications (seniors - 91.2 percent, freshmen - 81.2 percent). Even a more universal degree of disagreement is indicated on item 19 asking whether there should be regulation of student behavior off campus (seniors - 96.6 percent, freshmen - 91.3 percent). Students, likewise, disagree with the rights of colleges to ban speakers with extreme views from campus (92.1 percent of seniors disagree as well as 81.5 percent of freshmen). The right of students to demonstrate and protest as indicated in items 21 and 22 is also supported by a large majority of seniors (83.8 and 74.4 percent) as well as by a definite majority of freshmen in 1975 (68.3 and 59.8 percent).

Differences in response from 1971 to 1975 show an increased proportion of both seniors and freshmen in 1975 favoring autonomy of student publications in contrast to views of freshmen in 1971. Seniors in 1975 were also more united in their stand against the right of college officials to ban speakers with extreme views from campus. Student views toward student autonomy off campus were nearly universally supported by students in 1975 as well as by freshmen in 1971. These items seem to show that general student support for student autonomy grows after specified gains in autonomy have been achieved. There may have been divergent views when the issue was initially being deliberated, but students tend to support the view after gains have been made.

Item 23 shows about two-thirds of both seniors and freshmen to also desire student autonomy in the selection of courses (67.5 percent of seniors agree and 67.0 percent of freshmen). Essentially the same proportion of freshmen in 1971 were equally disposed toward this extension of student freedom into the domain of course selection.

Items 24 and 25, likewise, probe student views on the desirability of required courses and regulations on student behavior. The format here is one of asking whether students feel existing trends of the kind specified should be increased or decreased. Item 24 shows a substantially higher percentage of both seniors and freshmen in 1975 favoring further moves toward reduction in the number of required courses (seniors - 48.8 percent and freshmen - 46.3 percent). These are a marked contrast to the 7.1 and 2.7 percent, respectively, who appear to be against the trend by indicating that the trend has already gone too far. Students similarly seem to show a mild degree of support for the trend toward further relaxation of regulations on student behavior. Item 25 shows more seniors and freshmen indicating more of the trend is needed in contrast to indicating that the trend has gone too far (34.1 versus 8.0 percent of seniors, and 23.6 versus 9.2 percent of freshmen).

Item	1975 Seniors M	F	All	1975 Freshmen M	F	All	All 1971 Freshmen M	F	All	Seniors when Freshmen in 197 M	F	All
18. Student publications should be cleared by college officials.												
Agree	9	9	8.8	20	16	18.7	24	20	22.1	28	17	22.4
Disagree	92	91	91.2+	79	83	81.2+	76	80	77.9	72	83	77.6
19. College officials have the right to regulate student behavior off campus.												
Agree	5	2	3.3	10	8	8.6	9	9	9.1	8	7	7.1
Disagree	95	98	96.6+	90	92	91.3	91	91	90.9	91	94	93.0
20. College officials have the right to ban persons with extreme views from speaking on campus.												
Agree	9	7	7.9	22	15	18.4	20	16	17.5	24	16	19.5
Disagree	91	93	92.1+	77	85	81.5	80	85	82.5	76	84	80.4
21. "Sit-ins, teach-ins, and orderly demonstrations" by college students should not be discouraged by the administration.												
Agree	80	87	83.8	63	73	68.3						
Disagree	20	14	16.1	36	27	31.7		none			none	
22. College students should be permitted to protest without fear of reprisals or recriminations.												
Agree	74	74	74.4	60	59	59.8						
Disagree	13	11	11.7	13	16	14.5		none			none	
23. Students should be allowed to take any college courses they prefer.												
Agree	67	68	67.5	68	67	67.0	69	70	69.1	65	66	64.8
Disagree	33	32	32.5	32	33	32.8	32	30	30.8	35	35	34.6

* * * \

Item	1975 Seniors			1975 Freshmen			All 1971 Freshmen		Seniors When Freshmen in 1971	
	M	F	All	M	F	All	M	F All	M	F All
Items 24-25. A number of changes have occurred in higher education in the past ten years. How do you feel about the desirability of these changes?										
KEY: 1. Desirable - and more should be done 2. Good - as it is now 3. Undesirable - have already gone too far 4. No basis for giving a view										
24. Reduction in the number of required courses and increase in number of electives permitted										
More needed	43	54	48.8	42	50	46.3				
O.K. as now	46	37	40.9	37	32	34.5				
Gone too far	8	6	7.1	3	2	2.7	none		none	
No view	4	3	3.2	18	15	16.4	--			
25. Relaxing university regulations governing student behavior										
More needed	37	31	34.1	24	24	23.6				
O.K. as now	48	56	52.2	54	58	56.0				
Gone too far	10	6	8.0	11	8	9.2	none		none	
No view	5	6	5.6	12	11	11.1				

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EDUCATIONAL ADMINISTRATION AND PHILOSOPHY

Issues in this section refer to general administrative decisions which guide institutional policy or to the educational philosophy of the institution.

Item 26 asks about one of the most emotional issues, from the student perspective, namely college grades. Both seniors and freshmen in 1975 tend to be equally as negative to elimination of college grades (75 percent of seniors and 78 percent of freshmen disagree). This view is even more pronounced for female freshmen (81 percent disagree). Comparison to views held by freshmen in 1971 shows a conspicuous shift in perspective for this item. Only 59 percent of the freshmen who became seniors disagreed with the proposal to eliminate grades in 1971, in contrast to the 75 percent in disagreement as seniors in 1975 (a 16 percent shift). A similar change in perspective is shown for all freshmen from 1971 to 1975 (an increase in percentage of rejection from 54 percent in 1971 to 78 percent in 1975, a 24 percent difference). Responses to this item indicate a movement away from anti-grading sentiments which were so widely publicized in the early 1970's.

Item 27 asks about the recent politically sensitive movement by students to have the health center provide contraceptive devices. Clearly, students are of nearly a single voice in favoring this additional service for students (96 percent of seniors agree and 78 percent of 1975 freshmen). Seniors tend not only to agree but to strongly agree (64 percent).

Students tend also to support the concept of academic freedom by professors as surveyed in item 28. Seniors are nearly unanimous in their support of professors being allowed to have divergent ideological or political beliefs (94 percent agree) and the view is shared by 1975 freshmen (81 percent agree).

Items 29 to 33 ask about admissions policy, a major issue in the early 1970's when the items were initially developed. On items 29 and 30, students in 1975 seem to reject the concept of college being for every one regardless of prior qualifications. In response to item 29, asking about opportunity to attend college without regard to test scores or academic records, nearly two-thirds of the 1975 seniors disagree with the statement (64 percent) as well as a majority of 1975 freshmen (54 percent). Both groups also tend to reject item 30, asking about the concept of open admissions (seniors - 78 percent disagree, and freshmen - 80 percent disagree). Male seniors tend to indicate an even stronger degree of disagreement.

Comparison of the 1975 responses to those by freshmen in 1971 show an apparent degree of disenchantment with especially item 29, which could be related to the earlier call for less elitism in college by activist groups. While about one-half of all freshmen in 1971 disagreed with the proposal for students being admitted to college regardless of past performance or test performance (49 percent), this rose to 54 percent for freshmen in 1975. Freshmen responses in 1971 by freshmen who continued on to become seniors showed 54 percent to disagree in 1971, while this percentage rose to 64 percent in their responses as seniors in 1975. Female seniors showed even more of a change, from 47 percent disagreeing as freshmen in 1971 to 60 percent in disagreement as seniors in 1975.

Item	1975 Seniors M	F	All	1975 Freshmen M	F	All	All 1971 Freshmen M	F	All	Seniors When Freshmen In 1971 M	F	All
26. College grades should be abolished.												
Agree	20	29	24.6	24	20	21.4	42	49	44.4	35	46	40.9
Disagree	81	71	75.3	76	81	77.9	58	52	54.5	65	54	59.1
27. Contraceptive devices should be available at college health centers.												
Agree	94	95	94.9	74	81	78.1						
Disagree	3	2	2.3	7	7	6.7		none			none	
28. College professors should be allowed to subscribe to any ideological or political belief they wish.												
Agree	93	95	94.4	81	81	81.2						
Disagree	7	4	5.7	19	18	18.6		none			none	
29. Everybody should be given the same opportunity to go to college regardless of past performance or aptitude test scores.												
Agree	30	40	35.5	42	48	45.5	47	55	50.9	39	54	46.5
Disagree	69	60	64.3	48	52	54.4	53	45	49.1	61	47	53.5
30. Open admissions (admitting anyone who applies) should be adopted by all publicly supported colleges.												
Agree	17	25	21.8	22	18	20.3	19	19	18.6	13	20	16.8
Disagree	82	74	78.1	77	80	79.6	82	81	81.2	86	80	83.1
31. Even if it employs open admissions, the university should use the same standards for all students in awarding degrees.												
Agree	91	91	90.9	78	79	78.3	77	84	75.3	79	77	77.6
Disagree	9	9	9.0	22	21	21.6	23	26	24.6	21	24	22.3
32. Every public college or university should admit a certain proportion of minority group students.												
Agree	44	58	49.4	45	51	48.8	61	64	62.7	58	66	61.6
Disagree	56	45	50.5	55	48	51.1	39	35	37.3	42	35	28.4
33. Students from disadvantaged social backgrounds should be given preferential treatment in college admissions.												
Agree	25	19	21.9	24	24	24.1	34	34	33.9	31	31	31.6
Disagree	75	80	78.1	75	76	75.8	66	66	66.1	71	69	69.4

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Item	1975 Seniors M	F	All	1975 Freshmen M	F	All	All 1971 Freshmen M F All	Seniors When Freshmen in 1971 M F All
Items 34-37. A number of changes have occurred in higher education in the past ten years. How do you feel about the desirability of these changes?								
KEY: 1. Desirable - and more should be done 2. Good - as it is now 3. Undesirable - have already gone too far 4. No basis for giving a view								
34. Students developing areas of concentration apart from one department (e.g., ecology, environmental or interdisciplinary programs)								
More needed	62	71	66.2	41	50	46.0		
O.K. as now	24	16	19.5	31	27	28.9		
Gone too far	4	1	2.2	5	1	2.8	none	none
No view	11	13	11.9	23	22	22.2		
35. Having a "work combined with study" career program--even though the degree may now take up to six years								
More needed				47	49	47.8		
O.K. as now				28	27	27.3		
Gone too far	none			7	5	6.3	none	none
No view				18	19	18.4		
36. Awarding of academic credit for extra-curricular activity and life experiences								
More needed				36	42	39.1		
O.K. as now				28	22	25.1		
Gone too far	none			14	15	14.5	none	none
No view				21	21	21.1		
37. Provision being made for life-long or adult education								
More needed	76	80	78.5	46	54	50.1		
O.K. as now	11	8	9.5	26	20	22.8		
Gone too far	2	0	1.1	3	1	1.9.	none	none
No view	11	11	10.8	25	25	25.1		

* *

Item	1975 Seniors M	F	All	1975 Freshmen M	F	All	All 1971 Freshmen M	F	All	Seniors When Freshmen in 1971 M	F	All
38. Adult students, age 18 or over, should have maximum 40 hour week for required classwork (study) with time off or extra credit for overtime.												
Agree	none			43	39	41.7	none			none		
Disagree				56	60	58.0						

* * * \

exposed to rationale and logically show a high degree of support (78 percent feel more is needed; only 1 percent indicate gone too far). Freshmen, too, are positive to the concept (50 percent and feel more is needed while only 2 percent are negative). Female students, again, are the most supportive.

The final item in the freshman survey is so extreme it may even appear facetious to some. The freshmen were posed the concept of a 40-hour work week for students with time off or extra credit for overtime. While the majority of students rejected the concept at this time (58 percent disagreed), yet, it is interesting that a substantial minority of students were in agreement (42 percent).

Together, the student perspective on these items surveying their perspective toward administrative practices in higher education fall into a definite pattern. Students in 1975, in contrast to 1971, seemed more negative toward radical changes which may reduce the meaningfulness and integrity of the college degree. They rejected, to a higher degree, proposals to have grades abolished, admissions procedures revised, and graduation standards altered. These trends applied to seniors, compared to responses they made as freshmen, as well as to freshmen in 1975 in contrast to all freshmen in 1971. Students were also positively disposed toward all added options being proposed for students

ATTITUDES TOWARD HIGHER EDUCATION

Items in this section may be suggestive of the perspective students have about the role and purpose of higher education. The questions were not designed to provide a systematic survey of diverse views, yet, responses to some of these items may give leads to helping understand what students seem to want and for what reasons.

Item 39 seeks views on the degree to which students regard monetary rewards as the major product of a college education. Seniors in 1975 clearly reject increased earnings as the chief benefit of college (82 percent disagree). This is also a view of the majority of 1975 freshmen (58 percent disagree). Females, in particular, seem most prone to reject earnings as the chief benefit of college.

Differences between views of seniors in 1975 and those held by the same students as freshmen in 1971 are conspicuous. Only 49 percent of the freshmen in 1971 who continued in college as seniors rejected the concept, but 82 percent of the seniors in 1975 disagreed with increased earnings as the prime benefit of college (a 33 percent shift). Similarly, freshmen in 1975 disagree with the view to substantially a higher degree than all freshmen in 1971 (58 percent in 1975, 50 percent in 1971). The four year trend suggests that student perspectives toward the career and material benefits of the college degree were even more pronounced for students in 1971 than they were in 1975.

Organized sports as a popular scapegoat for college evils is apparently not a view shared by students - according to item 40.

Seniors disagree with feeling that eliminating organized sports would improve colleges (63 percent disagree). Rejection of the view by 1975 freshmen is even more pronounced (73 percent disagree). The responses of seniors when they were freshmen in 1971 were even more extreme (73 percent disagreed in 1971 as freshmen in contrast to the 63 percent as seniors). Freshman responses were essentially the same in both years. One would be tempted to relate the less extreme response of seniors in 1975 to the lengthy NCAA investigations of MSU, but seniors in the Spring of 1975 would not have been as affected. Perhaps a more specific reference to competitive or intercollegiate sports would have been more discriminating.

Item 41 asks students to describe themselves by an abbreviated form of the popular Trow's typology. Here students are asked to classify themselves as one of four possible student types; namely, career oriented, scholarly oriented, socially oriented, or individualistic. The largest proportion of both seniors and freshmen in 1975 tend to classify themselves as the social type (seniors - 46 percent, freshmen - 38 percent). The second highest frequency indicated is for the career oriented type (27 percent - seniors, 35 percent - freshmen).

The tabulations for 1975 show a definite shift from 1971 in the typologies indicated. In 1971, the career type was dominant for all freshmen as well as for freshmen who continued in college as seniors. For seniors, the career type was indicated by 38 percent when they were freshmen in 1971, but by only 27 percent in 1975 when they were seniors. The scholarly orientation dropped from 21 percent for freshmen in 1971 to only 13 percent for the same students as

Item	1975 Seniors M	F	All	1975 Freshmen M	F	All	All 1971 Freshmen M	F	All	Seniors When Freshmen In 1971 M	F	All	
39. The chief benefit of a college education is that it increases one's earning power.													
Agree	21	16	18.0	49	37	42.3	58	45	50.4	59	44	50.9	
Disagree	78	84	81.9	51	63	57.6	42	55	49.7	41	56	49.1	
40. Colleges would be improved if organized sports were de-emphasized.													
Agree	35	38	36.7	27	26	26.5	30	28	28.9	27	28	27.4	
Disagree	65	61	63.3	72	74	73.4	70	72	71.0	73	72	72.6	
41. Which of the following statements BEST describes you? (Choose ONE only.)													
1. I am committed to a particular field of study and am in college primarily to obtain training for my chosen career.	27	26	26.6	37	32	34.9	39	34	36.4	41	35	37.7	
2. I am primarily concerned with the scholarly pursuit of knowledge, and the cultivation of the intellect.	14	11	12.6	19	14	16.3	21	20	20.5	22	19	20.6	
3. I believe that the social and extra-curricular activities of college life are just as important as the academic activities.	43	49	46.4	35	41	38.5	27	35	31.4	27	35	31.1	
4. I am committed to a philosophy that emphasizes individualistic interests and styles, concern for personal identity, and often disdain for many aspects of organized society.	15	14	14.8	8	12	10.3	13	11	11.7	10	10	10.5	
42. For the well-prepared student there is rarely if ever such a thing as an unfair test.													
Agree	33	28	25.4	none			none			43	32	37.1	
Disagree	66	71	74.4							57	58	63.0	
43. Exam questions often tend to be so unrelated to course work that studying is really useless.													
Agree	21	22	21.8	none			none			29	35	32.6	
Disagree	78	78	78.1							70	64	66.4	
44. Competition encourages excellence.													
Agree	71	52	59.9	none			none			88	74	80.3	
Disagree	32	47	40.1							12	26	19.7	

Item	1975 Seniors M	F	All	1975 Freshmen M	F	All	All 1971 Freshmen M	F	All	Seniors When Freshmen in 1971 M	F	All
45. American colleges today should place more emphasis on teaching American ideals and values												
Agree	15	12	12.9	28	32	29.9						
Disagree	54	65	60.0	34	32	32.6			none			none
46. College teachers should be rewarded more for teaching than for research.												
Agree	62	66	64.5	51	40	54.9						
Disagree	16	15	15.1	11	17	14.0			none			none
47 More students should be encouraged and aided to go to college.												
Urgent need	3	2	2.2	9	9	8.6	6	6	6.3	4	4	4.2
Definite need	27	37	31.4	29	45	37.3	37	47	41.9	35	37	41.4
Some need	37	41	39.2	38	30	34.2	39	36	37.3	38	36	37.3
No need	23	14	18.3	19	12	15.3	15	8	11.4	20	10	14.1
Reduce effort	10	7	8.9	5	4	4.6	4	2	3.0	4	3	3.0
48. Young adults should have a chance to get permanent jobs at earlier ages.												
Urgent need	4	6	4.8	10	12	11.0	6	6	6.4	3	5	4.4
Definite need	31	35	32.9	36	38	39.0	36	38	36.7	36	38	36.7
Some need	45	44	44.7	37	34	35.1	44	45	44.3	44	45	44.3
No need	17	14	15.5	15	13	13.7	13	10	11.5	13	10	11.5
Reduce effort	2	2	2.0	4	3	3.3	1	1	1.1	1	1	1.1

* *

KEY:
1. Urgent need. Must do even at the cost of higher taxes, dislocating industries, unemployment, and some loss of national security.
2. Definite need. Should reallocate funds from elsewhere to accomplish this.
3. Some need. Funds when available should be used here.
4. No need. Enough is already being done.
5. Reduce the effort. Too much is already being done.

seniors. The social type was indicated by 31 percent as freshmen, but this rose to 46 percent four years later as seniors. For all freshmen, the shift was from 31 to 38 percent indicating the social type with smaller differences in other categories. Together, the tabulations on self-typing seems to show a trend toward increase in the percentage of students indicating the social type from 1971 to 1975 and decreases in proportions of students indicating their being either the scholarly type or career oriented. There was a small increase of seniors indicating the individualistic type from 1971 to 1975 but this could have been a consequence of a slight difference in the phraseology of the fourth option in 1971.*

Items 42 to 44 were administered to only seniors in 1975, but they do provide a basis for suggesting changes in student attitudes toward evaluation. Item 42 suggests that seniors in 1975 appear to have been exposed to tests that they would regard as "unfair". A large majority disagree with the view that there is rarely, if ever, an unfair test (74 percent disagree). This is even a stronger view of female seniors (81 percent disagree). Seniors, however, do not seem to view this problem in evaluation as a typical condition because they also disagree with item 43 which states that exam questions are often unrelated to work in the course (78 percent disagree).

Comparison of the senior responses on the two items asking about views toward exams to the responses the same seniors had made earlier as freshmen shows a definite shift in perspective.

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* The word "distain" in the fourth individualistic option in 1975 replaced the word "contempt" as used in the 1971 survey. The removal of this loaded word could have made the individualistic choice more attractive to students in 1975.

More of the students disagree with both items 42 and 43 as seniors in 1975 than they did as freshmen in 1971 (74 and 63 percent on item 42, and 78 and 66 percent in item 43). Seniors, in contrast to previous views held as freshmen, seem to feel that there are unfair exams but that exams generally do relate to work in the course.

According to item 44, a majority of seniors in 1975 agree with competition encouraging excellence (60 percent agree). Male seniors show even a higher degree of agreement (71 percent). However, this attitude towards competition as facilitating influence shows a substantial drop in acceptance from 1971 to 1975. In 1971, the proportion in agreement was 80 percent in contrast to the 60 percent indicated by seniors in 1975. Female seniors show even a greater decrease (74 to 52 percent). This may lend support to views that students recently have become more negative to use of competition as a stimulant and relative grading, in particular.

Items 45 to 49 have a possible peripheral relationship to attitudes students may hold toward higher education. Responses by seniors in 1975 to item 45 show a general rejection to having more emphasis in college on the teaching of American ideals (60 percent disagree in contrast to 13 percent who agree). Freshman views are not as crystalized since only 33 percent disagree in contrast to 30 percent who agree.* Perhaps this item reflects more the overtly molding philosophy in high schools, for freshmen, which has been their only prior experience at this stage.

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* The omitted "no opinion" response on the five choice scales for items 45 and 46 results in the agree-disagree percentages totaling less than 100 percent.

A majority of both seniors and freshmen in 1975 agree with item 46 which calls for a greater need for stress on teaching by professors rather than research (64 percent of seniors agree while 55 percent of freshmen also agree). No more than 15 percent of either group disagree. This view is consistent with frequent views expressed in student newspapers. Undergraduate students seem to value teaching over research efforts by professors.

Items 47 or 48 may have implications to values students hold for education on the one hand and occupations for college-age youth on the other. They are phrased in the context of problems having an urgent, definite, some, no need or reduce the need. This format was an attempt to get students to indicate priorities. Item 47 shows a sizable minority of 1975 seniors feeling that there is no need or too much of an effort already in stimulating students to go to college (27 percent mark options 4 or 5). About one-third of seniors feel there is an urgent or definite need to stimulate and aid potential college students (34 percent). Freshmen are more positive and nearly one-half indicate an urgent or definite need to stimulate and aid college attendance (46 percent) while only 20 percent are neutral or negative. Females of both groups tend to be more positive toward this proposal to stimulate and aid college attendance. Freshman views show little change from 1971 to 1975. Seniors show a drop from 46 percent, indicating an urgent or definite need as freshmen in 1971 to the 34 percent response as seniors.

Item 48, which provides a paralleling option for youth by proposing efforts to create permanent jobs at early ages. Responses show essentially the same balance by seniors or freshmen as they indicated for stimulating college attendance. Seniors, however, are less negative to the concept of stimulating jobs than they were for stimulating or aiding college attendance (only 18 percent of seniors indicate no need or reduce the need for providing jobs while 27 percent indicate the same negative options for stimulating college attendance). Differences in perspective toward item 48 from 1971 to 1975 shows a slightly higher percentage of both seniors and freshmen in 1975 to indicate "no need or reduce the need" for providing jobs at earlier ages. A slightly higher percentage of freshmen also indicated an "urgent or definite need".

These items on attitudes toward higher education tend to show students in 1975 as possibly "less material" in orientation than students in 1971. They show a conspicuous shift toward disagreeing with increased earnings as the chief benefit of college. The Trow's typology also shows a shift toward more seniors and freshmen in 1975 indicating the "social type" and fewer the vocational or scholarly type. Seniors appear more positive about the relevance of class examinations in 1975 than they were as freshmen and they appear more negative toward values in competition. Seniors also seem to be slightly less positive toward the need for programs of college assistance for students as well as for providing jobs at earlier ages.

This final section surveys more general student attitudes but yet views which may have relevance for understanding the student perspective toward college and college work.

Item 49 explores student views toward growing claims about "student apathy". Both seniors and freshmen in 1975 tend to reject the view that students are indifferent to social, moral and economic conditions (68 percent of seniors and 72 percent of freshmen disagree).

Responses to item 50 tend to suggest that students do not have an "elitist" perspective toward occupational hierarchies. Both seniors and freshmen (both 89 percent) agree that the person in skilled trades is as valuable to society as the professional (who would generally have college degrees). This perspective is particularly one shared by female students.

The recent fervor on records of students being confidential seems to have the strong support of both seniors and freshmen in 1975. Responses to item 51 asking whether all data and information concerning students should be confidential shows agreement by 78 percent of seniors and 83 percent of freshmen. Less than 12 percent of either group disagree.

Items 52 to 55 assess student attitudes toward values in systematic planning. Seniors in 1975 seem optimistic (rather than fatalistic) about values in making systematic plans as indicated in item 52. A large majority reject "preferring to decide things as they come up" (75 percent disagree). They also disagree with item 53 which implies that systematic planning is often futile (82 percent disagree). Seniors appear more positive toward the values in systematic planning than they were as freshmen in 1971. The percentage disagreeing with "deciding things as they come up" rose from 63 to 75 percent from 1971 to 1975 and disagreeing with futility of planning ahead (item 53) rose from 71 percent in 1971 to 82 percent in 1975. Whether this reflects the more pessimistic view of college youth in 1971 or a positive product of four years of college is problematic.

Seniors are not as positive toward success and leadership being a product of hard work or qualifications as proposed in items 54 and 55. Only 46 percent of the 1975 seniors agreed with success being a product of hard work rather than luck (item 55) while 87 percent agreed with leadership positions generally going to the most capable. The responses of seniors toward success being a product of hard work shows a conspicuous shift from views they held as freshmen. In 1971, 64 percent agreed as freshmen. This dropped to only 46 percent as seniors in 1975. Perhaps seniors are more pessimistic because of clouded vocational prospects in this period of an uncertain job market. Differences from 1971 to 1975 in responses to leadership positions going to the most capable were negligible.

A large majority of seniors appear to have acquired a feeling of self-confidence and composure as indicated in item 56 (82 percent agree with feeling "sure of themselves" and maintaining composure). Perhaps this reflects a partial product of the four years of college since only 70 percent indicated feeling as secure when freshmen.

Finally, item 57 probes the interest of freshmen in political affairs. Less than one half of the freshmen in 1975 indicated being quite interested or very interested in political issues and affairs (47 percent). Freshmen in 1971 indicated a substantially higher degree of political interest (57 percent indicated being quite or very interested). Perhaps this signifies greater "political apathy" or at least decreased enthusiasm by students for political affairs.

Item	1975 Seniors M	F	All	1975 Freshmen M	F	All	All 1971 Freshmen M	F	All	Seniors When Freshmen in 1971 M	F	All	
49. College students, on the average, are indifferent to the social, moral, and economic conditions outside their own "little world."													
Agree	30	25	27.0	15	15	15.1							
Disagree	64	71	67.8	73	72	72.2	none			none			
50. A person in a skilled trade is worth as much to society as one in a profession.													
Agree	84	94	89.4	86	92	89.1							
Disagree	9	5	6.6	8	3	5.3	none			none			
51. All data or information concerning students should be considered as confidential.													
Agree	76	80	78.1	81	85	82.7							
Disagree	14	10	11.7	7	7	7.1	none			none			
52. I would rather decide things when they come up than try to plan ahead.													−
Agree	25	24	24.9							28	36	32.6	
Disagree	74	76	74.9	none			none			72	63	67.4	
53. There's not much use for me to plan ahead because there's usually something that upsets my plans.													−
Agree	20	15	17.9							27	24	25.2	
Disagree	69	84	82.0	none			none			73	76	74.8	
54. Leadership positions tend to go to capable people who deserve being chosen													
Agree	58	56	56.6							62	58	60.4	
Disagree	42	45	43.4	none			none			38	42	39.6	
55. Becoming a success is a matter of diligent work; luck has little or nothing to do with it.													−
Agree	50	43	46.4							64	64	63.8	
Disagree	49	57	53.6	none			none			36	36	36.2	
56. I nearly always feel pretty sure of myself and maintain my composure when people disagree with me.													+
Agree	84	80	82.0							75	64	70.5	
Disagree	16	19	18.1	none			none			25	36	30.5	

Item	1975 Seniors M	F	All	1975 Freshmen M	F	All	All 1971 Freshmen M	F	All	Seniors When Freshmen in 1971 M	F	All
57. How interested are you in political issues and political affairs?												
1. I am not interested in politics.				15	12	13.0	9	9	8.9			
2. I am only occasionally interested in political issues and affairs.				37	43	39.9	28	39	33.8			
3. I am quite interested in political affairs, but I am not and do not plan to be active in politics myself	none			34	34	33.8	45	40	42.3	none		
4. I am very interested and would like to be actively involved in political issues and affairs.				15	12	13.3	18	12	15.0			
58. How well informed do you presently consider yourself to be in regard to national and international affairs?												
1. Wholly uninformed	3	1	2.0	7	8	7.6	7	8	7.6	6	8	7.4
2. Not very well informed	15	31	23.5	29	44	37.3	23	41	31.6	9	41	30.5
3. Fairly well informed	63	58	60.8	55	44	49.3	59	48	53.2	62	48	55.0
4. Very well informed	19	9	13.7	9	3	5.8	12	4	7.6	12	3	7.0

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IMPLICATIONS

Do the survey data support general feelings about students becoming more conservative, more moderate, and less liberal in their views from 1971 to 1975? The answer is largely affirmative when freshman views in 1975 are compared to views of all freshmen in 1971. Trends, when present, are usually in a direction which may be considered more conservative or less liberal. For seniors, the answer is less definitive. When the views of seniors in 1975 are compared to views held by the same students four years earlier as freshmen, some of the trends are definitely more conservative and other views appear more extreme or liberal.

Conspicuous changes from 1971 to 1975 toward becoming more conservative were apparent in both senior and freshmen views toward actions which implied direct alterations in specific academic programs. A much larger proportion of students in 1975 reject thoughts of abolishing grades, having dual academic standards for graduation, having students influence course content, and with having student evaluations be the basis for faculty promotions. Students in 1975 apparently are more cautious about several of the widely discussed and proposed remedies for academic programs being discussed in the early 1970's.

Both freshmen and seniors in 1975, in contrast to 1971 counterparts, appear more cautious about having students in as influential positions in decision areas such as housing, selection of administrators, and curriculum. They also were less supportive of altered admission for students without regard for tests and records and special provisions in college admissions for disadvantaged or minority students. They were more inclined to reject increased earnings as the primary goal of college; they appear more socially oriented in contrast to being scholarly or vocationally oriented; and they were more inclined to feel tests were relevant to courses.

Seniors in 1975, however, appeared to have more extreme views toward desiring greater student voice in areas such as grading, both academic and non-academic student disciplinary decisions, student dismissal, and faculty promotion. They were also more supportive of increased freedom for student publications, off-campus living, student publications, and course selection. Fewer, likewise, were supportive of competition being a stimulant toward gaining excellence.

Some of the apparent exceptions by seniors toward the conservative trend may reflect the greater awareness of gains or changes which have already been achieved by students in many of the indicated areas. The initial impact of the past achievements, in retrospect, may serve as feedback which gives a specified movement more validity and credibility in the students' minds. The tendency to not only endorse changes achieved but also the apparent desire for more change, more freedom, or even greater influence in specified areas may indicate a general inclination for students to go to extremes. Successes may only "whet the appetite" rather than pacify earlier desires. Success appears to breed added desires for even further adaptations.

The movement toward becoming more conservative and less extreme in views from 1971 in specified areas does not signify a shift to only small numbers of students seeking influence, freedom, options, and changes in 1975. Rather, a large majority of both seniors and freshmen in 1975 continue to support moves toward greater student voice in academic governance including voice at the

Board of Trustees level. A majority, and often a large majority continue to favor equal or greater student voice in decision making areas such as both academic and non-academic disciplinary matters, curriculum, grades, and housing. Nearly all items asking about student freedoms receive a solid endorsement by students including freedom in areas such as being allowed to select any course, increasing electives, the freedom to demonstrate, conduct sit-ins, and to manage their own activities without surveillance or restrictions. Likewise, students endorse essentially all programs which imply additional options or services, and these include added multi-disciplinary programs, work-study degree options, credit for non-class activities, provision of contraceptive devices in the health center, etc. Female students, in particular, appear to have the most liberal views in a variety of areas. This is perhaps indicative of their being more sensitive to human and societal problems.

One could ask, could not all these views have been predicted? Perhaps! In retrospect, yes. But these surveys verify the existence of general student support for many demands often attributed to but small numbers of student leaders. They also may provide a basis for predicting outcomes of future student surveys and student referenda which have been used as critical bases for detecting whether there is general student support for proposals made by small but active student groups. From data presented here, we can hypothesize general student desires for greater influence, more freedom, fewer requirements or prescription, more options, and generally less administrative control.

One could say that these are desirable goals and encourage assumption of responsibilities by students.

They also move MSU away from having to serve as a surrogate parent in campus living. Perhaps this view is especially appropriate today now that the political reactions to new student freedoms by non-campus groups have subsided. Yet, these same motives for more freedom which appear to have had conspicuous influence on student views in extra-curricular and campus living areas now seem to be also influential in academic areas as well. This may be a more serious problem as it can affect academic programs and perhaps for the wrong reasons. This possible problem will be studied in greater depth in the report on student views toward instructional activities.

SUMMARY

Student views on issues in academic governance were surveyed in both 1975 and 1971. Both seniors and freshmen were assessed in 1975 and compared to views held by freshmen on a variety of issues in 1971. Seniors were compared to the perspective the same students had held as freshmen four years earlier. Freshmen in 1975 were compared to all freshmen in 1971. Differences in the perspective of freshmen and seniors in 1975 were compared as also were differences in responses by sex

The data showed freshmen in 1975 to be generally more cautious about proposed alterations in college programs than their 1971 counterparts. Seniors too appeared to have less extreme views in selected areas than they did as freshmen in 1971. On the other hand, seniors appeared even more exertive in other areas. Despite the apparent shift toward becoming more conservative, the data continue to signify general support for more student influence, freedom, and increased student options.

Students appear more reluctant in 1975 to have students as determiners of policy positions. Students (especially seniors) appear desirous of having students be "in on the action" in all policy forming areas surveyed, but they seem less disposed to having students in the major policy establishing role. They especially seem to be less enthusiastic about several of the proposed corrective remedies for higher education which were so widely discussed in the turbulent student demonstration era.

Comparative data from 1971 to 1975 also suggest a changing orientation for students over this four year span. Students in 1975 appear to be less material in their college goals than their 1971 counterparts. They are more positive toward the social benefits of college in contrast to scholarly or career goals. They also seem more negative toward competition as a positive stimulant.

The survey data, in general, seemed to be consistent with other contemporary trends. Attempts were made to point out parallels and to speculate about underlying student motives. These interpretations are intended to stimulate others to also speculate about the apparent student perspective.